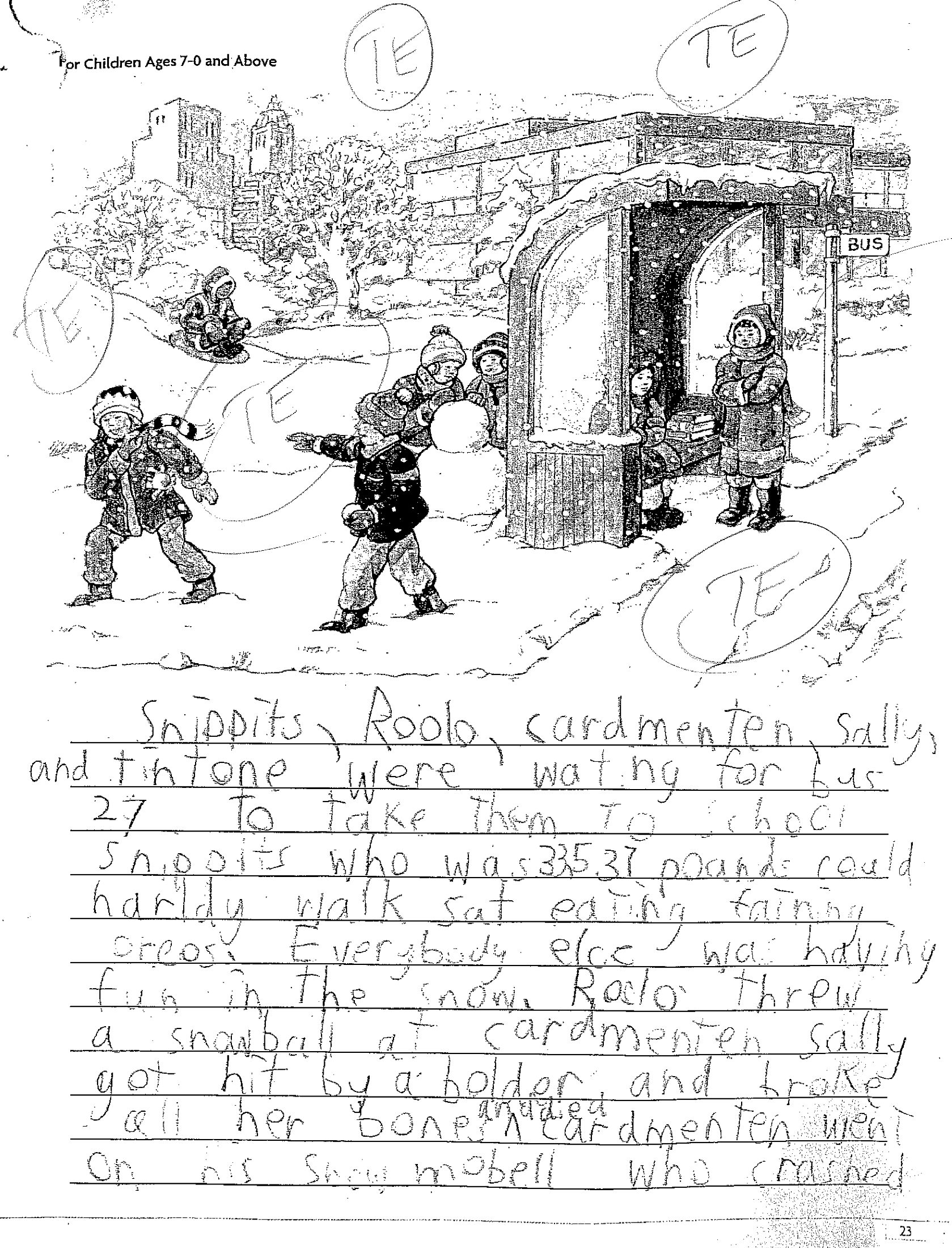
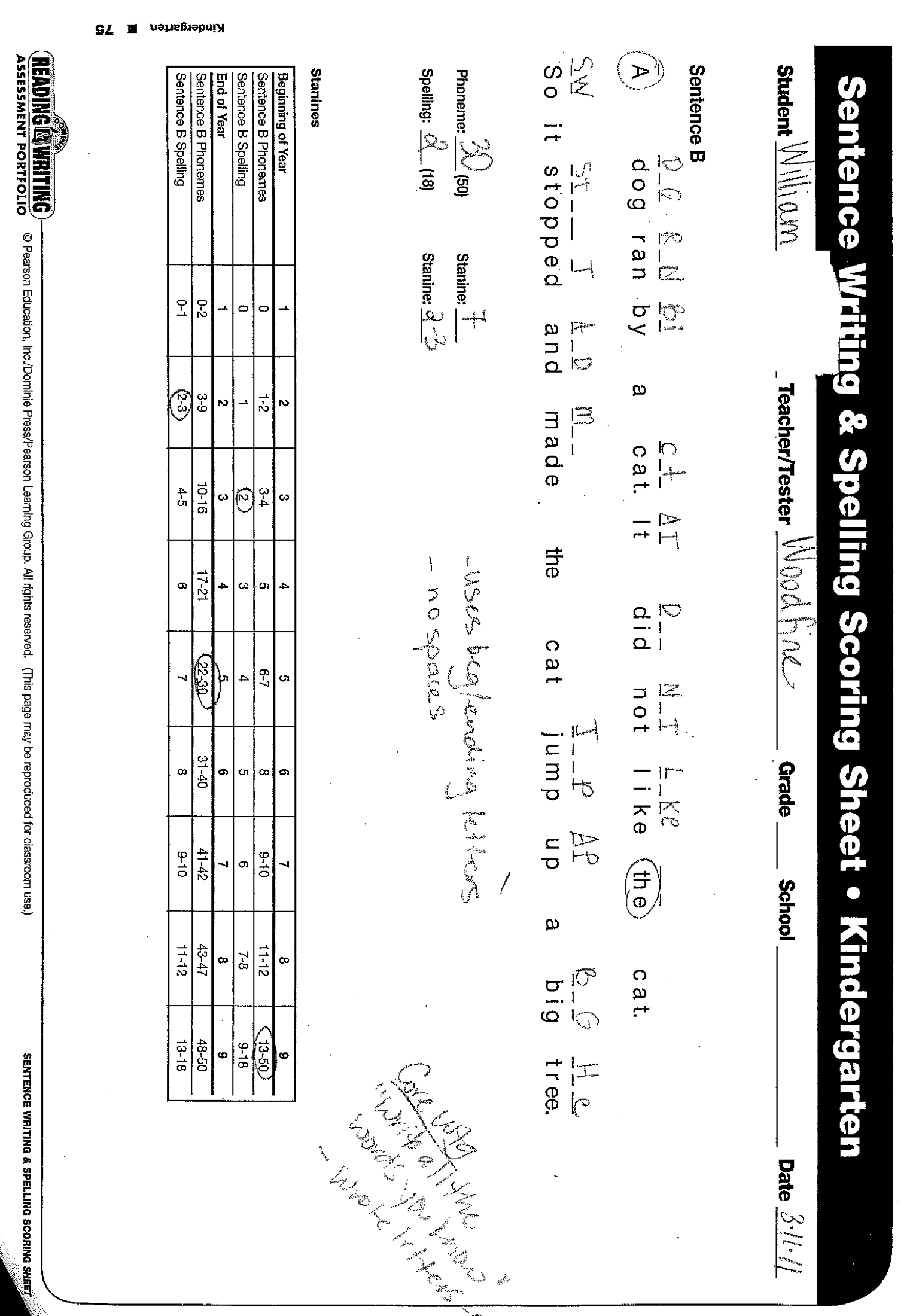
**SCSU RDG 567 & 568 – Assessment Review**

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| Test Name:  **Test of Early Written Language, Third Edition (TEWL-3)** |
| Reactions:  The TEWL has Spontaneous Writing, which reminds me of a writing prompt yet it is scored very differently. The test has identified items that are randomly introduced to students (punctuation, sentence combining, spelling, etc.) I know the TOWL is organized by one category at a time. I’m not sure if the random introduction of differently test items makes it harder or easier for students. It looks like you need to set of large set of time to administer the assessment but that depends on student and task. |
| Components Addressed: (NRP)  Although this is a writing assessment, you can get a sense of phonic skills that may be under control by analyzing the spelling in the writing sample. |
| Data Generated (Stanines / Grade Equivalents)  The TEWL is a normed assessment and will produce raw scores, percentiles and normal curve equivalents. It will also provide age and grade equivalents. |
| Reliability Information:  The authors designed the assessment so the administration of the tasks will be reliability administered. They have scripts to read with samples to explain the task. There is some question on how reliable the scoring of some items are related to the rubric of 0,1,2. Although the manual gives guidance at times some items will be a judgment call. |
| Validity Information:  The test aims to measure early writing ability yet it gives scores for number of sentences, number of words with five letters or more spelled correctly, etc. It does not measure author’s voice, organization or fluency. How it determines good writing is based on looking on subset areas/skills and making a determination about the overall writing ability. I’m not sure it strongly measures good writing from bad. |
| Implications for Instruction / Recommendations:  The assessment can highlight problematic areas of writing ability. For example, you can look at spelling, punctuation, etc. in isolation and in context and decide if instruction is necessary in particular area. |

Sample of Test Administered



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| Test Name:  **Sentence Writing and Spelling (Dominie Reading and Writing Assessment Portfolio)** |
| Reactions:  The Sentence Writing and Spelling assessment is an assessment where the student tries to show how well they can write a dictated sentence. It feels like a natural task you might do in a classroom as part of regular instruction or a check up. You can probably do more than one child at a time but when the group is too large, the assessor may miss some pertinent information. |
| Components Addressed: (NRP)  Although this is a writing assessment, you can get a sense of phonic skills that may be under control by analyzing the spelling in the writing sample. |
| Data Generated (Stanines / Grade Equivalents)  The Dominie Sentence Writing generated raw scores in phonemes heard and words spelled correctly. It also has stanines for beginning and end of year to compare performance against a normed group of students. |
| Reliability Information:  The authors provide a script for administering and the directions are pretty straight forward. Examples are given for scoring but variances in scores can be seen between two scorers frequently. This may be due to lack of training, as the scoring has variances and can be complicated The way scoring is explained in the manual is not always clear. |
| Validity Information:  The test purports to measure how well a student hears and records phonemes in a word and sentence. It also measures how many words are spelled correctly. The relevance of the words can only be thought of as a sample of spelling ability. |
| Implications for Instruction / Recommendations:  The test results, when analyzed, can give instructional recommendations related to phonics or word work. A teacher can make instructional recommendations of what is under control and what was not demonstrated (i.e. consonant clusters, long vowels, etc.). |



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| Test Name:  **Inventory of Letter Knowledge (Dominie Reading and Writing Assessment Portfolio)** |
| Reactions:  The Inventory of Letter Knowledge is basically a letter identification assessment. It does not attempt to gain insight into phonemic understanding of letters or letter sound knowledge. |
| Components Addressed: (NRP)  Although this is a writing assessment, you can get a sense of phonic skills that may be under control by analyzing the spelling in the writing sample. |
| Data Generated (Stanines / Grade Equivalents)  The Dominie Sentence Writing |
| Reliability Information:  The authors provide a |
| Validity Information:  The test is a valid measure of letter knowledge as it directly measures what it purports to measure. |
| Implications for Instruction / Recommendations:  The knowledge of letters is a predictor of first grade reading success. Therefore students with low ability to identify letters may be at risk. Teachers can use phonemic awareness and letter tracing activities to help students develop their use of graphophonic cueing systems by addressing the areas of instruction for emergent readers |

